DOCUMENT RESUME

ED 389 669 SP 036 234

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TITLE Teaching and the Case Method. Text, Cases, and Readings. Third Edition.
REPORT NO ISBN-0-87584-403-0
PUB DATE 94
NOTE 333p.
AVAILABLE FROM Harvard Business School Press, Operations Dept., Boston, MA 02163 (hardcover: ISBN-0-87584-403-0; $35; softcover/instructor's guide: ISBN-0-87584-565-7, $16.95).
PUB TYPE Books (010) -- Collected Works - General (020) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Business Administration Education; *College Faculty; *Discussion (Teaching Technique); *Educational Methods; Educational Philosophy; Faculty Development; Higher Education; Models; Teacher Role; Teacher Workshops; Teaching Skills
IDENTIFIERS *Case Method (Teaching Technique); Harvard University MA

ABSTRACT

This volume includes text, cases, and readings for a college faculty seminar to develop the knowledge, skills, and attitudes necessary for utilization of the case method approach to instruction. It builds on a long-term clinical research effort on the dynamics of the case method of teaching and application at Harvard Business School. In addition it incorporates suggestions gleaned from experimentation with course concepts and materials which cover the size and composition of participant groups, multiple seminar time lengths (varying from intensive 2- or 3-day models to semester-long versions), the impact of the architectural design of the seminar room, and the administrative protocols employed on patterns of student contribution. Part 1 contains five essays arranged to flow from the philosophic underpinnings of a discussion pedagogy to pragmatic modes. Part 2 presents materials for a case-discussion teaching seminar that covers the roles, responsibilities and skills of the discussion leader, teaching and learning contracts, key skill requirements (questioning, listening, and responding), guidance versus control, operational challenges and opportunities, and ethical dilemmas. Part 3 offers graduates of that seminar a number of next-step suggestions for their consideration that include how to write cases for teaching seminars, using videotape replays, managing discussion in a lecture course, and two reflective readings. (JB)

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